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ABSTRACT

The historically black land-grant institutions, sometimes referred to as "1890" institutions, have achieved many agricultural successes that can be used effectively in the multicultural education movement. These institutions have recently celebrated over 100 years of progress and productivity through teaching, research, and service to a culturally diverse world, and they have many lessons to offer multicultural education. After giving an historical overview, this paper offers five ways to utilize the historically Black Land-Grant Agricultural Programs: (1) black achievements in agriculture can be described and published as books and curriculum materials for children and adults; (2) a black history video series could be developed that depicts the achievements of black scholars and agricultural researchers; (3) agricultural textbooks and educational materials should include the agricultural achievements of blacks and other minorities; (4) the contributions of black agricultural scientists and educators could also be highlighted in computer-based and multimedia presentations; and (5) the successes of the Centers of Research Excellence at the various 1890 institutions could be profiled. (Contains 10 references.) (SLD)

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Multicultural Education:Ways to Utilize the Historically Black Land-Grant Agricultural Programs

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Multicultural Education: Ways to Utilize the Historically Black Land-Grant Agricultural Programs

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ABSTRACT

There are arrays of successes at the 1890 agricultural institutions that can be used to advance the knowledge about multicultural education. These institutions have recently celebrated over 100 years of progress and productivity through teaching, research and service to our culturally diverse world. The culturally diverse faculty and staff at these 1890 institutions are playing an integral part in the training of the multicultural work force for the 21st century and beyond. This paper offers suggestions on ways to utilize these historically Black land-grant agricultural programs.

HISTORICAL OVERVIEW

The historically Black land-grant institutions sometimes referred to as "1890 institutions" have wealth of agricultural achievements that can positively impact the multicultural education movement. A knowledge, understanding and appreciation of the historical inception, mission, the infinite struggles and achievements would be of enomorous benefit to proponents of multicultural education.

The First Morrill Act of 1862, provided for the establishment of land-grant institutions in each state. The act provided for the education of white individuals in agriculture, home economics, and the mechanical arts. The mission was tripartite (teaching, research and extension) in scope. However, Black Americans were not allowed an education at these 1862 institutions because of segregation. The First Morrill Act of 1862 did provide for the "separate but equal" institutions; only Alcorn State University was given land-grant status. The other states provided for separated schools that were called "normal schools" to educate and train Black Americans. These "normal schools" did not gain land-grant status until the U.S. Congress passed the Second Morrill Act in 1890.

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The Second Morrill Act of 1890 also created additional Black institutions. The mission of these institutions was to provide for the education of Black individuals in agriculture, industrial and the mechanical arts. The reason for the delay in granting land-grant status to the Black institutions was that the federal government was unsuccessful in gaining cooperation from the states with "normal schools." The 1890 institutions consist of 17 institutions located in 16 states. Table 1 shows a listing of the 1890 institutions and dates of inception. It should be noted that Tuskegee Institute is not a land-grant institution. Tuskegee is associated with the Black land-grant institutions because it practices the land-grant philosophy throughout its history.

Table 1. The 1890 Institutions and Dates of Inception.

Institutions	Date of Inception
Lincoln University	1866
Alcorn State University	1871
South Carolina State College	1872
University of Arkansas-Pine Bluff	1873
Alabama A & M University	1875
Prairie View A & M University	1876
Southern University	1880
Tuskegee University	1881
Virginia State University	1882
Kentucky State University	1886
University of Maryland-Eastern Shore	1886
Florida A & M College	1887
Delaware State College	1891
North Carolina A & T University	1891
Forth Valley State College	1895
Langston University	1897
Tennessee State University	1912

Source: USDA/CSCRS. 1986. Agricultural Research at the 1890 Institutions

The struggle of these institutions continued due to the lack of funding for teaching, research, extension and facility development. In essence, the Black institutions were primarily teaching colleges until 1972. In 1972, a small influx of federal dollars was appropriated for agricultural research. These funds allowed the 1890 scientists to develop research programs to help address various agricultural problems and issues of local, regional, national and international importance. Through this tedious struggle, a number of success stories and noted achievements emanated. The cultural diversity and richness of these institutions are numerous with achievements of Blacks and other minorities during this period. These institutions are academic and research repositories of achievements, which is the heart of multicultural education goals and objectives.

MULTICULTURAL EDUCATION PERSPECTIVES

Duhon-Sells, 1992, stated that the multicultural education thrust will be the key element in the restructuring of the educational system in America as it prepares for the twenty-first century. She also stated that there is a need for a new paradigm in addressing the issues related to implementation of multicultural concepts in the education curriculum at all levels. There are many approaches to multicultural education. Grant and Sleeter (1985) and Sleeter and Grant (1988) stated five approaches of multicultural education in English-speaking countries. The approaches were teaching the exceptionally and culturally different; human relationships; single group studies; multicultural education; and education that focuses on multicultural and social reconstructionist. Grant (1992) explicitly stated that these five approaches often require different policy, curriculum, instructional goals and objectives.

Black land-grant institutions agricultural research programs have attained numerous achievements that can positively impact the multicultural education movement. Tangential to the agricultural success stories is an infinite number of success stories of historical and noteworthy importance that have been achieved emanating from scholars in other disciplines at these institutions. The accomplishments cut across cultural levels.

Walker and Jacobs (1992) stated that a successful multicultural education outreach must be holistic in nature. They further mentioned that all segments of our society must reflect the cultural pluralism of our nation. The changes must be more than rhetoric and deeper than foods, facts and famous individuals of different cultures. Similarly, the focus on the contributions of Blacks in agriculture by multicultural curriculum developer, educators, publishers and administrators should be more than George Washington Carver and Booker T. Washington. Notwithstanding these noted agricultural scientists, the achievements of other agricultural scientists and programs are noteworthy. The 27 type of curriculum materials listed by Boyer (1990) and Modern (1992) are excellent mediums to depict these achievements. The achievements of Blacks in agriculture can be used in the following ways:

WAYS TO UTILIZE THE HISTORICALLY BLACK-LAND GRANT AGRICULTURAL PROGRAMS

1. **Black achievements in agriculture can be published in various types of multicultural books and curriculum materials for preschoolers and children in grades K-12, as well as books for adults.**

2. **A Black history video series can be developed on Black American's agricultural life and accomplishments since the beginning of humanity. The video series should depict noted accomplishments inclusive and beyond George Washington Carver and Booker T. Washington.**

3. **Agricultural textbooks and materials should include the agricultural achievements of Blacks and other minorities. These materials must not be implemented as an add-on to the curriculum for minorities only; it should be for all students.**

4. **Computer-based programs, interactive learning systems, creative generic multi-media presentations via video and use of satellites could be used effective in noting the contributions of Black agricultural scientists and educators.**

5. **Highlights of successful Centers of Research Excellence at the various 1890 institutions could be noted.**

SUMMARY

The 1890 agricultural research programs accomplishments have made a positive impact our nation. We must not overlook any entity that can positively impact the multicultural education movement. The Black agricultural research programs are able to and stand ready to be an active participant in the multicultural education movement.

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